

Negotiations Spring 2019

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TA:



Course Meeting Times and Locations

Undergraduate Section (MGMT-291-412): Tuesdays and Thursdays, 1:30-3:00pm,

MBA Section 1 (MGMT-691-412): Tuesdays and Thursdays, 3:00-4:30pm

MBA Section 2 (MGMT-691-413): Tuesdays and Thursdays, 4:30pm-6:00pm

Course Description

We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents, children, friends, roommates, and many others. Our negotiation skills affect what price we will pay, the amount of our salary and compensation, what movie we watch, and who will clean up the kitchen. Why do we sometimes get our way, while at other times walk away frustrated by our inability to achieve the agreement and resolution we want?

Negotiation is the art and science of securing agreements and resolving disputes between two or more interdependent parties. The purpose of this course is to help you develop expertise in managing negotiations that occur in a variety of business settings. It is designed to be relevant to a broad spectrum of problems faced by managers. As a manager, you not only need analytical skills to discover optimal solutions to problems, but also good relational skills to get these solutions accepted and implemented. This course will help you develop both.

The learning method is experiential. You will prepare for and engage in a variety of negotiation exercises (individually, and as a team). The objective is to explore your talents, skills, shortcomings, and strengths as a negotiator in a safe setting, to learn about yourself and how you respond in specific situations. If you discover a tendency that you think needs to be changed, this is the place to try something new. The course is sequenced so that cumulative knowledge can be applied and practiced. The skill set you develop here will serve you in both your personal and professional life.

Course Objectives

- (1) Become a more *knowledgeable negotiator*. Develop a broader understanding of what negotiation is, a toolbox of effective negotiation principles, and a set of tactics derived from rigorous theory and research.
- (2) Become a more *effective negotiator*. Learn how to apply this toolbox of principles and tactics in practice to improve your negotiation skills and processes, improve outcomes for yourself and create win-win opportunities with others, and strengthen relationships through negotiations.
- (3) Become a more *reflective negotiator*. Adopt the habit of continually evaluating your negotiation strengths and challenges, and growing in your knowledge and effectiveness.

Course Philosophy

Emphasis on Learning and Development: While there are many perfectly pragmatic and admirable reasons for you to care about your grades, I want to encourage you to recognize the opportunity you have this semester to dig into the messiness of organizational life within the safety of the classroom. These opportunities do not come often in a career. My goal as your professor is to guide you through an experience that, with your engaged participation, will add value to you, your career, and your life. I strongly encourage you to adopt a similar goal for yourself and the role you will play relative to your classmates in this course. My view is that grades are just an artifact of bringing structure to the learning process but not the goal in and of themselves. I encourage you to consider your grades in the context of your goals in this course. Let grades be my headache, and let learning be yours. In other words, do not let grades get in the way of your learning. Your time is valuable and the concepts of this course are deeply important to your future so let's make this course truly worthwhile for you.

Honor Code

- (1) **Preparation:** You are expected to be prepared and on time for all negotiation exercises (see negotiation attendance policy). If a negotiation is distributed in advance of class, you must read it and prepare for the negotiation before class.
- (2) **Confidentiality:** Any information you receive for a negotiating exercise is confidential. Never assume that role materials are identical, even if a classmate is playing the same role. During a negotiation, you may verbally disclose to your counterpart any information in your confidential role instructions, if you wish, but do not physically show your confidential information to any other negotiator, even a teammate, until the assignment is completed.
- (3) **Don't Spoil the Outcome for Others:** When you have completed a simulation, please do NOT reveal your information to the other party, or with members of another team, before returning to the classroom and engaging in a class-wide discussion (which may not occur until the next class). The simulations do not always end when you sign an agreement in a break-out room. After the negotiation debrief (class discussion) you may share your confidential information, but you are not obliged to do so.
- (4) **Lying:** Do not make up facts or information that materially change the power distribution of the exercise. For example, you cannot claim that your family has just purchased the company with which you are negotiating about a job. If you are asked a question calling for information that is not contained in your confidential instructions (the answer to which would substantially influence the structure of the case), the appropriate answer is, "I don't know."
- (5) **Professionalism:** Be supportive, respectful, and constructive during classroom discussions. Class discussions and negotiation results stay in class.
- (6) **Outside Information:** Do not seek out information about a case prior to participating in it.
- (7) **External Sharing:** Do not post anything about the negotiation exercises on a public website or make your role materials available to others outside of class. Do not discuss cases or share notes with people outside of class.

Special Needs

If you need accommodation for a disability, please let me know at your earliest convenience. I am willing to make adjustments to facilitate your participation and progress. I will treat information that you provide as private and confidential.

Required Readings

- (1) *Coursepack*: Available on Study.net
- (2) *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher, William Ury, and Bruce Patton. Third Edition.

Assignments & Grading

I have developed a grading system that I believe is important for your learning.

(1) Class Participation and Attendance (30%)

Negotiation Attendance Policy (Read carefully):

Given the experiential nature of the course and pedagogy, enrollment is limited, and prepared and on-time attendance is mandatory. You may miss one negotiation exercise without penalty if you provide me with advance notice and, if I request, make arrangements for a substitute. If, in conjunction with any miss, you do not provide advance notice or fail to provide a substitute when required to do so, your letter grade in the class will be lowered (i.e., from A- to B+). The same will occur if you miss more than one negotiation, even if you provide advance notice.

If negotiation materials are handed out prior to class, you are required to read them and prepare for the negotiation before arriving in class. If you arrive to class on the day of a negotiation and have not read the role materials, this will count as a missed negotiation.

Discussion Attendance and Participation:

After each negotiation exercise, a debriefing discussion will include sharing information about results, sharing information about strategies attempted, and sharing reactions to the process. Attendance and participation during negotiation debrief discussions are critical for several reasons: in real life, you will almost never have the opportunity to hear what the other party in a negotiation was thinking, why things happened the way they did, and what you could have done differently; your classmates' learning is dependent on hearing details about what you did and how you thought about approaching things during your negotiation; no matter how well or how badly you think you did during a negotiation, you will not know until you actually engage in the class-wide discussion; in addition to hearing from the class more broadly, you will often have the opportunity to debrief with your specific partner. To make sure that attendance and participation are fairly factored into your grade, your TA will help keep track of attendance and participation. Participation in class discussion will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: 1) Offer a different and unique, but relevant, perspective based upon analysis and theory (not intuition or casual observation); 2) Contribute to moving the discussion and analysis forward; 3) Build upon the comments of your classmates; 4) Include evidence, logic, and/or links to key course concepts; and 5) Link relevant concepts to current events. You should listen carefully to your fellow students and avoid making redundant or disparaging comments. Your goal should be to contribute in a meaningful way, not simply talk for the sake of talking. If you find that you have not spoken in two consecutive classes, this is an indication that you need to speak up. If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions will be vital to your career success across disciplines, so I urge you to use this semester as an opportunity to develop this important skill.

(2) Peer Evaluations (10%)

After each negotiation exercise, you will rate your classmates on the Canvas site along three dimensions: 1) overall preparation and commitment to the exercises, 2) skill in one-time negotiations where the

future relationship does not matter much, and 3) skill in negotiations where future relationship matters significantly. Timely completion of peer evaluations is essential for ensuring that your peers are fairly and accurately evaluated, thus peer evaluations will be due within one week of each negotiation. Failure to meet this deadline may result in you receiving a participation grade of zero for that negotiation.

Additionally, given the importance of peer evaluations for your classmates' grades, a final deadline to submit all peer evaluations is specified in the Class Schedule below. If you fail to complete all of the peer evaluations by the specified deadline your letter grade in the class will be lowered (i.e., from A- to B+).

(3) Learning Journal (20%)

Learning Journals consist of 2 components: 1 personal goal statement and 1 negotiation analysis. See the guidelines attached to this syllabus for a detailed description of what the journal requires and the dates of the assignments. Complete these assignments by posting them to your personal Learning Journal Folder on Canvas. For additional details, see below.

(4) Final Reflection Paper – Personal Negotiation (40%)

For the final reflection paper, I would like you to carry out and analyze a real-world negotiation. For this negotiation you should negotiate something of personal value to you. You should report on your plan, your strategy, and the negotiation results. You can negotiate for anything you would like—a good or service from a merchant, a salary from a potential employer, etc. This paper should be approximately 5 double-spaced pages. At the end, please review the most important lessons that you learned in this course, your key strengths as a negotiator, and how you hope to improve moving forward. For additional details, see below.

(5) Extra Credit

You can earn up to two extra credit points in the course by submitting (in the extra credit assignment folder on Canvas) articles on negotiations in the popular press or examples of interesting negotiations from movies, television shows, comic strips, etc. In order to receive two bonus points, the references need to come from different mediums. If one is from a movie (fictional), the other has to come from a comic strip or newspaper article (non-fictional). The references must illustrate a concept from the course, and you must write a few sentences describing it and how it relates to the concepts discussed in class.

All written assignments will be graded on a 1-5 scale, where 5=excellent, 4=good, 3=satisfactory, 2=unsatisfactory, and 1=poor. Note that 5s will be rare; they are reserved for truly top-notch assignments. Grades for assignments submitted late will be reduced by 0.5 points for each day late.

Note on LTs (MBAs only): If anyone's cumulative performance on the grading criteria above is distinctly at the bottom 10%, he or she will receive a LT. If that does not yield 10%, as a tiebreaker, I will go to the bottom 25% and look to see who missed the most classes (or parts of classes) for reasons other than medical/family/religious ones. This system reflects the importance of class attendance.

Learning Journal Guidelines

The learning journal is a confidential, written record of your personal reflections about the knowledge and skills that you are gaining during the course. You will need to write a journal entry reflecting on and analyzing 1 of your negotiations during the course. This negotiation analysis will allow you to reflect on successful and failed strategies and should enable you to better prepare for and respond during subsequent negotiations. Use your journals to explore your feelings about the negotiation process and your developing sense of strengths, weaknesses, comforts, and discomforts. Note that the best journal entries spend more time exploring what you can do to improve and less time blaming others for various faults, defects, and failures. For the journal entry, you should record key tools and concepts, as well as insights

gained from the class discussion. These journal entries should show a serious, explicit attempt to grapple with personal experiences in classroom exercises and accurately reference course concepts, discussions, readings, and lectures as they apply. Exemplary journals will regularly weave in personal insights, real-world examples, and negotiation concepts and tie them together in a compelling way. At the margin, the grades will depend on overall effort, including personal frankness and reflection. Authenticity and a serious attempt to learn are the objectives! Expectations regarding each assignment are detailed below:

In addition to the negotiation analysis, you will need to write a personal goal statement. The table below shows the assignment schedule.

Learning Journal Assignments	Due Date
Personal Goal Statement	January 29
Negotiation Analysis #1: choose one from the following list <ul style="list-style-type: none"> • Biopharm-Seltek • Texoil <ul style="list-style-type: none"> • New Recruit <ul style="list-style-type: none"> • Viking 	February 28

(1) Personal Goal Statement: 1-2 double-spaced pages in which you discuss your current negotiation strengths and weaknesses (prior to this course) and set concrete objectives for the semester. To get the most out of this class, I encourage you to not only state what your objectives are, but also reflect on why those objectives are important to you and how you intend to achieve them.

(2) Negotiation Analysis: 2-3 double-spaced pages in which you reflect on your behavior and your classmates' behaviors in the negotiation exercises. This should not be a detailed report of everything that happened in the negotiation; rather, it should focus on key insights. You must write up a negotiation analysis for 1 negotiation exercise and upload it to your personal Learning Journal Folder on Canvas by the due date specified. Your analysis should answer the following questions. You should provide an answer for each section below, however if an answer for one section has been provided in another section, you can reference the other section. While it is recommended that structure the negotiation using the sections below, you can use a more free-form approach if you are confident that you can still cover each of the topics below. In such cases, I recommend boldening key insights and concepts so that it is easy to identify where you have integrated them into the analysis.

- (a) *Facts:* Provide a brief overview of key events. For example, how was time allocated? Who made the opening offer, and how did counter-offers proceed? How was information exchanged? Were there pivotal turning points?
- (b) *Insights about course tools/concepts:* What did you learn about bargaining or conflict management from this situation, and how do the concepts presented in the lectures or readings enrich your understanding of the process of this negotiation, its outcome, or your own style?
- (c) *Insights about yourself and others:* What did you learn about yourself from this experience? What did you learn from the behavior of others in this experience?
- (d) *Insights about the negotiation experience:* How did you feel prior, during, and after the negotiations? How did you feel about your negotiation partner? How did your feelings influence your actions?
- (e) *Mistakes:* What did you do that you wish you hadn't done? Why?
- (f) *Goals:* What would you do the same or differently in the future? How will you need to behave in order to perform more effectively?

Final Reflection Paper:

3-5 double-spaced pages in which you reflect on a real-world negotiation that you conducted. To encourage you to think about the many everyday situations in which you can negotiate, and to challenge you to improve your negotiating skills, I am asking you to go out and negotiate in the real world. You can negotiate for anything you like – a hotel discount, a signing bonus, a piece of jewelry, or a restaurant bill. Here are the rules:

- *Do not reveal the assignment:* You are not allowed to resort to a plea of “Please help me out, this is for a class...” You may not disclose this information until the negotiation is complete.
- *No purchase necessary:* You do not have to buy anything to complete this assignment. You may choose to be the seller or enter a negotiation that does not involve financial terms or a purchase.
- *Interest in negotiating:* You must be willing (at some price, under some conditions) to acquire the item for which you are negotiating. Do not start a negotiation in which you would never want to come to agreement.
- *New negotiation:* You are required to conduct this negotiation during the semester so that you can apply the knowledge that you have gained in the course.
- *Boundaries:* You cannot use negotiation tactics that may be considered unethical, illegal, or potentially harmful to yourself or others.
- *Failure is an option:* You do not need to succeed in the negotiation in order to write about it. The purpose of this exercise is to facilitate your learning. Often, we learn as much or more from negotiations that fail as from those that succeed. However, if you do fail, please seek feedback from your counterpart on how you could have negotiated more effectively, and write about what you learned from the feedback. Also, if you don’t succeed, I would encourage you to try again.

Your paper should contain a description of exactly what happened and what the outcome of the negotiation was. Of course, exemplary papers will do more than simply recount the details of the negotiation. They will also discuss preparation and strategy, and will critically analyze what happened and why. You should try to include all of the relevant strategic elements of the negotiation in your paper. Your grade for this paper will be based on the following criteria:

- *Creative and/or strategic implementation of course concepts:* Have you appropriately utilized course concepts and strategies when carrying out the negotiation? How inventive was your strategy? How unique was the context? How did you meet expected and unexpected challenges?
- *Depth of analysis:* Have you correctly employed key concepts to analyze the negotiation? How well have you applied your learning from the course to your analysis of this case? For instance, can you draw upon key concepts to explain how different actions and choices influenced the negotiation outcome, and why?
- *Introspection:* Have you linked your experiences with your goals for the course and your strengths and weaknesses? What have you learned about your negotiating style and skills from this negotiation experience? What would you do differently in the future?
- *Quality of the story:* Have you included the relevant details? Is it interesting and well-written?

The paper should be no more than 5 pages in length (double spaced, 12 point Times New Roman font, 1” margins). You are also welcome to discuss how this experience relates to the most important lessons that you learned in this course, and how you hope to improve moving forward.

CLASS SCHEDULE

MODULE I: NEGOTIATION CORE PRINCIPLES

Week 1: Introduction

1) January 17

Exercise: Kukui Nuts

Week 2: Negotiating Basics

2) January 22

Exercise: Biopharm-Seltek

3) January 24

In Class: Biopharm-Seltek debrief
Read for class: "The negotiation checklist" (Simons & Tripp)

Week 3: Creating and Claiming Value Part I

4) January 29

Exercises: New Recruit

Due in class: Learning Journal 1: Personal Goals Statement due at 11:59pm

5) January 31

In Class: New Recruit debrief
Read for class: Getting to Yes, Chapters 1-6 (Fisher, Ury, & Patton)

Week 4: Creating and Claiming Value Part II

6) February 5

Exercises: Texoil Negotiation AND Debrief

7) February 7

In Class: Negotiation Feedback Groups
Read for class: "The behavior of successful negotiators" (Rackham)

Week 5: Bargaining Styles + Job Negotiations

8) February 12

In Class: Bargaining Styles Self-Assessment + Job Negotiations
Read for class: "15 Rules for Negotiating a Job Offer" (Malhotra)

9) February 14

In Class: Guest Speaker

Week 6: Conflict Resolution

10) February 19

Exercise: Viking

11) February 21

In Class: Viking debrief

Read for class: Getting to Yes Chapters, Chapter 6-8 (Fisher, Ury, & Patton)

Read for class: Putting on the pressure: How to use threats at the bargaining table (Galinsky & Liljenquist)

Read for class: How to Defuse Threats at the Bargaining Table (Liljenquist & Galinsky)

Week 7: Relationship Building and Trust

12) February 26

Exercise: Bullard Houses

In Class: Mid-semester feedback

13) February 28

In Class: Bullard Houses debrief

In Class: Midterm feedback debrief

Due: Learning Journal 2: Negotiation Analysis due at 11:59pm

Read for class: "Negotiating with liars" (Adler)

Week 8: No Class

March 5-7

No Class – Enjoy Spring Break

MODULE II: COMPLEX RELATIONAL AND STRUCTURAL FACTORS IN NEGOTIATIONS

Week 9: Agents

14) March 12

Exercise: Agents negotiation

15) March 14

In Class: Guest Speaker

Read for class: "Betting on the Future" (Bazerman & Gillespie)

Week 10: Multiparty negotiations

16) March 19

Exercise: Three-way organization

17) March 21

In Class: Three-way organization debrief

Read for class: "Sources of power" (Watkins & Rosegrant)

Week 11: Social dilemmas

18) March 26

Exercise: OPEQ

19) March 28

In Class: OPEQ Debrief

Read for class: "Resolving the prisoner's dilemma" (Dixit & Nalebuff)

Week 12: Identities in negotiation I

20) April 2

Exercise: RetailSoft

21) April 4

Read for class: TBA
"Using research to generate advice" (Bowles & Thomason)

Week 13: Identities in negotiation II

22) April 9

Exercise: Alpha-beta

23) April 11

In Class: Alpha-beta debrief

Read for class: "Getting to Si, Ja, Oui, Hai and Da" (Meyer)

Week 14: Inter-organizational negotiations I

24) April 16

Exercise: Moms.com

25) April 18

In Class: Moms.com debrief

In Class: Negotiation Award Nominations (bring laptops to class)

Due: All Peer Evaluations must be submitted by 11:59pm

Read for class: "The art of tough negotiation" (Adler & Rosen)

Week 15: Inter-organizational negotiations II

26) April 23

Exercise: Harborco

27) April 25

In Class: Harborco debrief

Week 16: Wrap Up

28) April 30

Due: Final Reflection Paper due at 11:59pm

In Class: Negotiation Awards and Wrap Up